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ABSTRACT

This learning activity package (LAP) on decision making is designed for student self-study. It is intended to help students clarify their values as well as lead them through the steps of making a decision. Following a list of learning objectives, the LAP contains a pretest (answer key provided at the end of the LAP). Ten learning activities follow. The learning activities cover the following material: your priorities; your needs scales; the interview; the geographic region where you live; your needs; what comprises your perfect day; brainstorming; daily clocks; writing a letter; and where you would like to be in 5 years. Each learning activity includes a learning objective, information sheets, and a self-test with answers. A posttest with answer key completes the LAP. (KC)

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LEARNING ACTIVITY PACKAGE NO. 12

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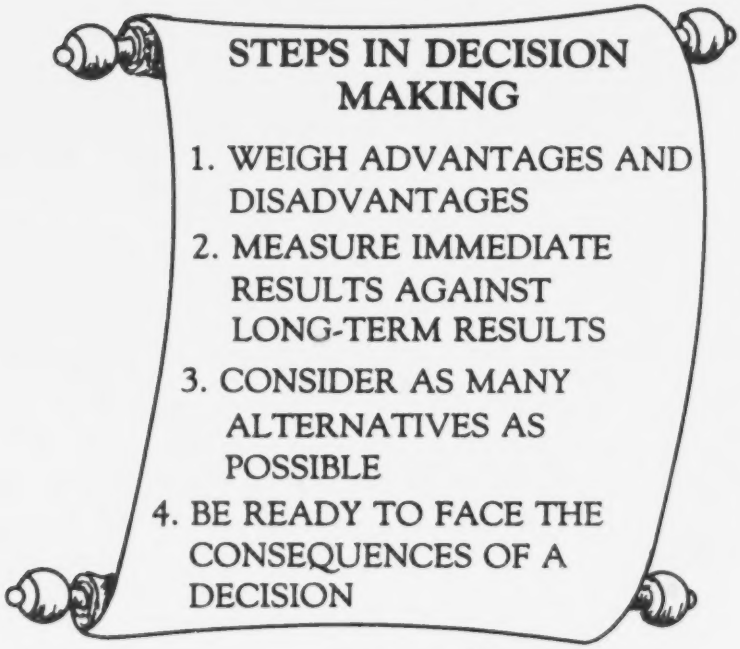
DECISION MAKING

Learning Activity Package


STEPS IN DECISION MAKING
1. WEIGH ADVANTAGES AND DISADVANTAGES
2. MEASURE IMMEDIATE RESULTS AGAINST LONG-TERM RESULTS
3. CONSIDER AS MANY ALTERNATIVES AS POSSIBLE
4. BE READY TO FACE THE CONSEQUENCES OF A DECISION

For use with
Industrial Cooperative Training Programs

Virginia Polytechnic Institute and State University
Division of Vocational and Technical Education
Blacksburg, Virginia 24061

This Learning Activity Package has been proposed for distribution to teacher-coordinators of Industrial Cooperative Training who may choose to duplicate the materials for students.

1988

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INTRODUCTION

Suppose you were told that there is a coupon worth five dollars in the back of this Learning Activity Package (LAP). To claim the money, you may redeem it upon finishing all the learning activities in the LAP. What goes through your mind? Are you one who does not believe that there is really a coupon? Are you tempted to take a peek and see what is really there? If there really is a coupon, will you send it in for five dollars even if you do not complete a single exercise in the LAP? Maybe you are thinking about what you would do with an extra five dollars?

It really does not matter how you view the situation. People seldom will think in exactly the same way because we learn to be different through out past experiences. Our parents, friends, teachers, and even the regions in which we live, cause us to make decisions on what is most important to us.

These decisions, sometimes called values, needs, wants and things we strive for, are shown in the ways we think, feel, and act. We behave the way we do because it seems most natural to us. The things which you hold important, whether or not you recognize it, are often different from those of others.

That's what this LAP is all about--to help you become aware of your own sense of those things which you strive for. The learning activities are designed to help you understand what makes you "something special." There aren't any right or wrong answers in the learning activities--they are meant to help you learn about yourself.

Go ahead and take a look in the back of the LAP. Nothing is there? We hope that what you'll learn is far more valuable than any coupon.

NOTES TO STUDENTS

This Learning Activity Package (LAP) contains a number of activities designed to help you know yourself. The LAP is divided into sections which deal with identifying your most important needs, listing characteristics about them, and applying them in daily situations.

You should begin the LAP by taking the pretest. When you have finished the LAP, take the posttest and compare your answers with the pretest.

Study each set of questions before beginning the learning activities.

OBJECTIVES

At the conclusion of the LAP, you will demonstrate your understanding of decision making meeting these objectives with a minimum of 90% accuracy.

A. You will be able to identify the four things which are most important to you and list four ways you can achieve them.

B. You will be able to demonstrate how six of your important needs are a combination of others.

C. You will be able to list three ways in which your important needs differ from the needs of another person.

D. You will list three characteristics of an ideal environment and indicate which of your needs is involved for each characteristic.

E. You will be able to develop a list of nine ways in which you expect to think, feel and act in certain situation. From this list, you will identify at least two needs which are very important to you.

F. You will describe a perfect day and identify three things that are important to you in daily life.

G. Through a brainstorming process, you will develop a list of two good ideas for each of three common questions, then justify your reasons.

H. You will be able to indicate on a graph the amount of time spent each day in performing your six major activities. You also will be able to inventory your important needs as they pertain to each of the six graphs.

I. You will compose a letter to someone with whom you have always wanted to communicate and identify three of your important needs brought out by the letter.

J. You will describe yourself five years from now in terms of three distinct characteristics.

PRETEST

Circle T if the statement is True, F if it is False

T F 1. Our ways of thinking, feeling, and acting set us apart from other people.

T F 2. A wealthy person's needs are better than another person's needs.

T F 3. One's personal needs sometimes are a combination of other needs.

T F 4. Other people seldom influence a person's decisions in life.

T F 5. The region of the country in which one lives can influence a person's wants.

T F 6. Different wants may be brought out by different situations.

T F 7. It is possible to develop a list of many different ideas by a process called brainstorming.

T F 8. A graph can illustrate the things which are most important to a person.

T F 9. It is impossible to determine a person's feelings by reading a letter which that person has written.

T F 10. The kind of person one wants to be in the future depends upon personal feelings of what is important.

List ten things which are most important to you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Pretest (Continued)

Fill in the blanks with the most appropriate answer.

1. With my money, I tend to be _____.
2. The amount of freedom I want is _____.
3. I study _____ hours daily.
4. My wants and those of the person I admire most are _____.
5. The best kind of place for me to live is _____.
6. Three things that are important to me every day are _____

   _____, and _____.
7. What I'd most like to tell a certain person is _____.

Short answer. Place the best answer to the questions in the blanks which follow.

1. If my best friend were caught shoplifting while I was in this person's company, I would

   _____
2. What would you do if the police accused you of doing something you didn't really do?

   _____
3. With what activity are you involved for the major part of your day?

   _____
4. What would you do if you had only a year to live?

   _____
5. What two things can you do to achieve the one thing you want most?

   1. _____
   2. _____

Pretest (Continued)

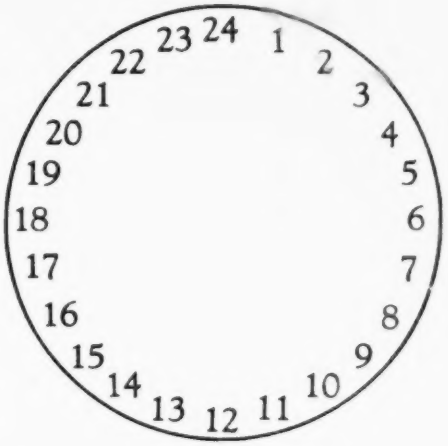
6. List three ways in which your wants differ from those of others.

1. _____

2. _____

3. _____

On the illustration below, indicate how many hours you spend each day at school, work, eating, sleeping, and leisure time.



In three words, describe yourself five years from now.

1. _____

2. _____

3. _____

LEARNING ACTIVITY A

WHAT IS MOST IMPORTANT TO ME?

Objective: You will be able to identify the four things which are most important to you and the ways you can achieve them.

Introduction: Every day we think, feel, and act in a number of situations. That combination of thinking, feeling, and acting sets us apart from other people. This activity will help you to become aware of how you think and feel about the world around you. Below is a list of various conditions that most people cherish. Think about each condition and try to gain insight into which ones are most important to you.

_____ A comfortable life

_____ A feeling of accomplishment on the job

_____ A world full of beauty

_____ A peaceful world

_____ An exciting life

_____ A great deal of pleasure

_____ A true friendship

_____ At peace with one's self

_____ Equality and fairness

_____ Happiness

_____ Experiencing a mature love

_____ Recognition for achievement

_____ Security with friends

_____ Wisdom

_____ Making a lot of money

_____ Family security

_____ Self-respect

Now, go back and number the items from 1 to 17 in order of their importance to you. 1 should be the most important and 17 the least important.

What is Important to Me? (Continued)

Look at the items which you ranked 1-4 and answer these questions:

1. I was surprised to find _____

_____

_____

2. The thing I like most is _____

_____

_____

3. I didn't know I _____

_____

_____

4. The greatest thing in the world would be _____

_____

_____

Now that you have some idea about the kinds of things which are most important to you what will you do to achieve them. Remember, the kind of person that you really are and the ways in which you behave certainly have an effect on what you will achieve in life.

What Is Most Important to Me? (Continued)

Eighteen words have been hidden in the crossword below. Each hidden word describes a certain personality trait. Circle the traits which you find by reading horizontally, vertically, backwards, or diagonally.

C H E E R F U L R D R

S G N I V O L U E T E

O N L F I R G D S L G

E I U R A G N I P O H

L K F E E I E T O G O

B R P D M V R D N I N

A O L N O I E R S C E

I W E K R N B I I A S

C P H V I G C V B L T

O I N O C N A E L X A

S T R O N G D N E S W

T N E D N E P E D N I

Hidden words:

1. _____ 7. _____ 13. _____

2. _____ 8. _____ 14. _____

3. _____ 9. _____ 15. _____

4. _____ 10. _____ 16. _____

5. _____ 11. _____ 17. _____

6. _____ 12. _____ 18. _____

What Is Most Important To Me? (Continued)

Which of the traits on the proceeding page best describes you?

_____ _____

_____ _____

_____ _____

Are there other personal traits you haven't listed? What are they?

_____ _____

_____ _____

_____ _____

Which of the traits found in the crossword are ones you don't have but would like to have?

_____ _____

_____ _____

Okay--now you know which traits are most important to you. Put your pencil down and really <u>think</u> about this one. How will the traits which you assessed highly help you get the things you want most in life?
As a result of these activities, you have become aware of at least four things which are personally important and four ways in which you can achieve them. List them below.

I VALUE	HOW I WILL ACHIEVE
_____	_____
_____	_____
_____	_____
_____	_____

What is Most Important To Me? (Continued)

UNFINISHED SENTENCES

Below are a number of sentences without an ending that you will complete. These sentences are designed to help you make decisions about things which are very important to you. Again, there are no right or wrong answers. Write in terms of how you really feel.

1. On Saturdays, I like to _____

_____

_____

2. If I were four years older, I would _____

_____

_____

3. I don't like people who _____

_____

_____

4. I'm most happy when _____

_____

_____

5. The thing I do best is _____

_____

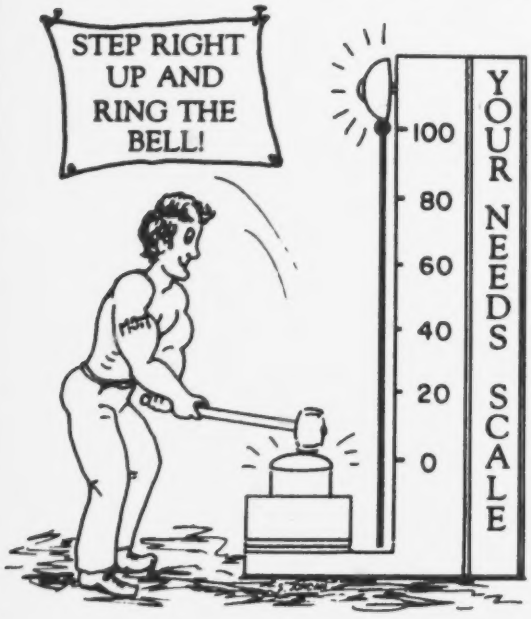
_____

LEARNING ACTIVITY B

YOUR NEEDS SCALES

Objective. You will be able to demonstrate how six of your important needs are a combination of others.

Introduction. Usually, we don't even realize that we have certain needs until they are made very obvious to us. A strange thing about needs is that they're not always definitely one thing or another, -- they're often a mixture. In this activity you will be looking at pairs of needs to see if they apply to you personally. At the end of each of the lines below is a needs statement. Mark an X at the point on the line that best describes where your needs are.



There are no right or wrong answers for you. Don't be concerned if your marks are all in the middle or at either end of the line.

1. With my money, I

/_____/_____/_____/_____/_____/_____/

SPEND IT ALL SAVE IT ALL

2. To be liked by others, I

/_____/_____/_____/_____/_____/_____/

AM LOUD AND CRAZY AM QUIET AND THOUGHTFUL

Your Needs Scales (Continued)

3. The amount of freedom I want is

/_____/_____/_____/_____/_____/_____/

COMPLETE INDEPENDENCE TO DO ANYTHING — HAVING OTHER PEOPLE DECIDE FOR ME

4. When it comes to fighting with others, I will

/_____/_____/_____/_____/_____/_____/

GET IN THE FIRST LICK — RUN IN THE OTHER DIRECTION

5. I make decisions

/_____/_____/_____/_____/_____/_____/

RIGHT AWAY WITHOUT A SECOND THOUGHT — VERY SLOWLY GIVING A GREAT DEAL OF THOUGHT

6. I feel that school

/_____/_____/_____/_____/_____/_____/

CAN BE DONE AWAY WITH — IS A GREAT PLACE TO BE

7. I talk to other people

/_____/_____/_____/_____/_____/_____/

ALL THE TIME — NOT AT ALL

8. When it comes to my appearance

/_____/_____/_____/_____/_____/_____/

I'M A REAL SLOB — I ALWAYS LOOK GREAT

9. I study

/_____/_____/_____/_____/_____/_____/

SIX HOURS A DAY — NOT AT ALL

Your Values Scales (Continued)

10. With me, the TV

/_____/_____/_____/_____/_____/_____/
IS TURNED ON FOR NEARLY EVERY SHOW — IS NEVER TURNED ON

11. I listen to which kind of music?

/_____/_____/_____/_____/_____/_____/
HARD ROCK — CLASSICAL

12. What percent of time am I alone?

/_____/_____/_____/_____/_____/_____/
100% — 0%

By now you have learned that the things you value fall somewhere on a scale. Have you ever heard someone describe an employer as "pretty nice most of the time" or a teacher as "not too strict?" When people make this type of statement, they usually mean that a person's values really are a combination of two values. The employer mentioned above may have a scale which looks like this:

/_____/_____/_____/__X__/__XXX__/_____/
MEAN — NICE

The employer may be "mean" sometimes but "nice" most of the time, so its okay to make the statement, "Mr. Jones is pretty nice."

Your Values Scales (Continued)

Look back over the twelve scales which you just completed. Pick any six of them and describe yourself in a similar way. For each description, list the two values that are involved. In each case, indicate which value you possess more and which value you possess less.

#____ I am usually _____ but not _____, therefore I am _____.

#____ I am usually _____ but not _____, therefore I am _____.

#____ I am usually _____ but not _____, therefore I am _____.

#____ I am usually _____ but not _____, therefore I am _____.

#____ I am usually _____ but not _____, therefore I am _____.

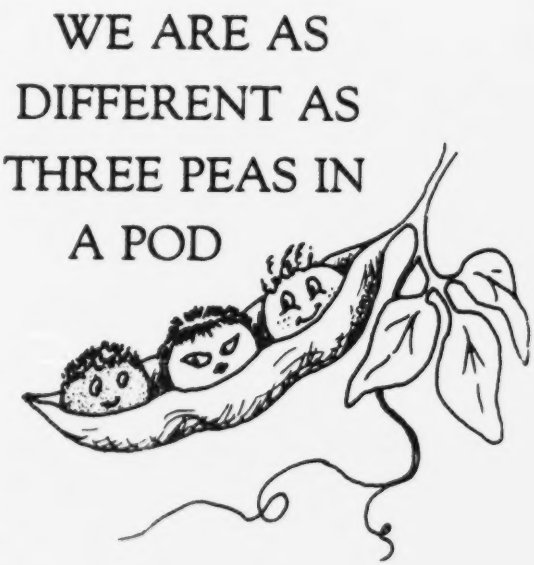
#____ I am usually _____ but not _____, therefore I am _____.

LEARNING ACTIVITY C

THE INTERVIEW

Objective: You will be able to list three ways in which your important needs differ from the needs of another person.

Introduction: Previously, it was pointed out that association with our parents and friends influences our important needs. Other people also may have an effect on our personal needs, even the people we haven't met. We'll discuss this further in a few minutes.



First, it is necessary to interview you. Please take a few moments to give your response to the following questions.

1. Where did you grow up? _____

2. How did you feel about the place where you grew up? _____

_____

_____

3. What kinds of things did you do for fun? _____

_____

_____

4. What is the one thing you have wanted to do most? _____

_____

_____

The Interview (Continued)

5. What do you think about school? _____

_____

_____

6. What is the ideal job for you? _____

_____

_____

Name of my hero.

_____

Now, let's pretend that you are somebody else. Think of the person you admire the most. This person could be a rock star, professional athlete, President of the U.S., etc. Imagine that another person is asking you (as the admired person) the same questions which you answered a moment ago. Take a moment to adjust to the new role. Then, answer these questions in the way you think your hero would respond:

1. Where did you grow up? _____

2. How did you feel about the place where you grew up? _____

_____

_____

3. What kinds of things did you do for fun? _____

_____

_____

The Interview (Continued)

4. What is the one thing you have wanted to do most?_____

_____

_____

5. What did you think about school? _____

_____

_____

6. What's the ideal job for you? _____

_____

_____

Now that you have finished, look at your answers and compare them with the answers given by your idol.

List at least three differences in the responses:

1. _____

_____

2. _____

_____

3. _____

_____

Give some deep thought to the following question. Then write a short answer. What do the differences in the two sets of questions tell you about the needs of different people? _____

_____

_____

_____

The Interview (Continued)

Here is a group of additional sentences to complete. Again, there are no right or wrong answers--just try to be honest with yourself.

1. My parents are usually _____

_____

2. Girls (boys) are often _____

_____

3. I don't like people who _____

_____

4. The last time I really enjoyed myself _____

_____

5. My friends think that I _____

_____

Think about the way you finished these sentences and answer this question: I did not realize that _____

_____

_____

LEARNING ACTIVITY D

WHAT IS IMPORTANT ABOUT WHERE I LIVE?

Objective: You will list three characteristics of an ideal environment and indicate which of your needs is involved for each characteristic.

Introduction: It was indicated earlier that the region of the country in which we live affects the way we think and act. More than that, our backgrounds will influence strongly where we want to live in the future. This exercise is designed to help you see how your needs were shaped by the place where you grew up. Then you will be able to (1) determine the factors in an environment which would be appealing to you, and (2) select which of your needs aided you in making that decision.

Here is a map of the United States

Place a 0 at the place where you were born.

Place a + at the different places where you have lived.

What is Important About Where I Live? (Continued)

Briefly answer these questions:

In what region of the country (North, East, South, or West) were you born? _____

How do you feel about being born in that place? _____

_____

Which place did you enjoy most? _____

What was the nicest thing about it? _____

_____

Which place did you like least? _____

What did you dislike about it? _____

_____

On the map above, place a O at the spot where you would most like to live and work.

What are three characteristics of this place that make it ideal?

1. _____
2. _____
3. _____

What Is Important About Where I Live? (Continued)

For each of the characteristics which you listed for your ideal place to live and work, list two personal reasons that best explain why that place would be ideal for you.

1. A. _____

   B. _____

2. A. _____

   B. _____

3. A. _____

   B. _____

LEARNING ACTIVITY E

CASE STUDIES

Objective: You will be able to develop a list of nine ways in which you expect to think, feel, and act in certain situations. From this list, you will identify at least two needs which are very important to you.

Introduction: By now you should be getting a clearer idea of the types of things which are important to you. Let's see whether or not you can express those needs in words.

In this section, three different situations are described. Read each, and imagine yourself in the situation described. Then answer the questions which follow.

CASE STUDY A

It's Saturday afternoon, and you and your closest friend have decided to go to a shopping mall to look around. You both walk into a new department store at the end of the mall. Immediately inside the entrance there is a long glass case which contains watches, rings, and other pieces of jewelry. At one end of the case, a salesperson is assisting a customer in trying on watches. There are several watches laid out on the top of the display case. You notice that one watch was left by itself at the opposite end of the case. You think, "The salesperson probably forgot to put this watch back in the case," and quickly forget about it. A few seconds later, your friend says, "Let's go somewhere else." Then, you catch

Case Studies (Continued)

a glimpse of that watch--on your friend's wrist. Just after you have left the store, a man in a dark suit grabs your friend by the arm.

Answer these questions:

1. In two sentences, how do you feel? _____

_____

_____

_____

_____

2. What will you do now? _____

_____

_____

_____

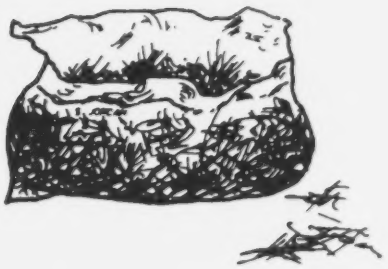
3. List at least two of your values which this situation brings to mind.

1. _____

2. _____

CASE STUDY B

THE BIG BUST!



One afternoon you and a friend are walking through the school hall just before leaving for home. Your friend is swinging his/her jacket around. As you approach the main office, something falls out of the jacket pocket, tumbles down the hall, and lands at the feet of the assistant principal. You suddenly recognize that the object is a plastic bag containing drugs.

Answer these questions:

1. What do you want to do?

2. What will you do?

3. What are you thinking?

Case Studies (Continued)

4. How does this episode influence two of your important values?

_____

_____

_____

_____

CASE STUDY C

You are seated in your ICT class working on a Learning Activity Package. About halfway through the class, a call on the loudspeaker requests that your teacher send you to the office. As you walk down the hall, you replay in your mind all the things you did that morning. You realize that you did nothing that day which would get you into trouble. When you came to school you parked your car in the student lot, came directly inside the building, selected some books from your locker, and conversed in the hall with some of your friends. That's about it. You have attended every class and haven't gone anywhere else.

When you get to the office, the principal, a man you never before have seen, a girl student (whom you think you have never seen before, but not sure), and a police officer are waiting for you. Before you completely entered the room, the girl begins yelling, "That's the one! That's the one who pushed me down in the parking lot this morning!" Then you notice that she has a bandage on her knee.

Case Studies (Continued)

Answer these questions:

1. How does this whole scene make you feel?

_____

_____

_____

2. You know you didn't push the girl down. What thoughts go through your mind as you stand in the principal's office?

_____

_____

_____

3. What will you <u>say</u>?

_____

_____

_____

4. What do you <u>think</u> will happen?

_____

_____

_____

Sometimes we feel threatened by things which we haven't done. What personal values of yours are brought out by this episode?

1. _____

2. _____

Case Studies (Continued)

SUMMARY FOR CASE STUDIES

The objective for this activity was to develop a list of nine ways you would think, feel, and act in certain situations. Three different situations were presented calling for different responses on your part.

In the spaces below, summarize in your own words how you would think feel, and act in all the case studies given. Then, in the blanks on the right-hand side of the page, list in your own words the values that these case studies brought to mind.

THREE WAYS I WOULD THINK

1. _____
2. _____
3. _____

THREE WAYS I WOULD FEEL

1. _____
2. _____
3. _____

THREE WAYS I WOULD ACT

1. _____
2. _____
3. _____

SIX OF MY PERSONAL VALUES WHICH THE CASE STUDIES BROUGHT TO MIND

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Case Studies (Continued)

UNFINISHED SENTENCES

Are you getting a better grip on identifying those things which are most important to you in life? Here are some unfinished sentences for you to handle. Be honest in completing the sentences. As you are doing this activity, think about which values you are being asked to consider.

1. If I had a year to live, I would _____

_____

_____

2. My real feelings about my job are _____

_____

_____

3. I like best the kind of teacher who _____

_____

_____

4. When somebody makes me angry, I _____

_____

_____

5. I don't think I would ever _____

_____

_____

LEARNING ACTIVITY F

A PERFECT DAY

Objective: You will describe a perfect day and identify three things that are important to you in daily life.

Introduction: Everyone deserves at least one perfect day in a lifetime,--one day in which everything went right without problems, worries, or guilt feelings. What would that really be like? On this page and the next, describe, from beginning to end, a perfect day for you.

MY PERFECT DAY

A Perfect Day (Continued)

Finished? Go to the next page.

A Perfect Day (Continued)

In your description of a perfect day, a number of your values came to surface. Are you aware of them? Look back over your description and find three things you really want and list them below.

1. _____

2. _____

3. _____

How are these values important to you <u>every</u> day?

_____

_____

_____

_____

_____

_____

_____

_____

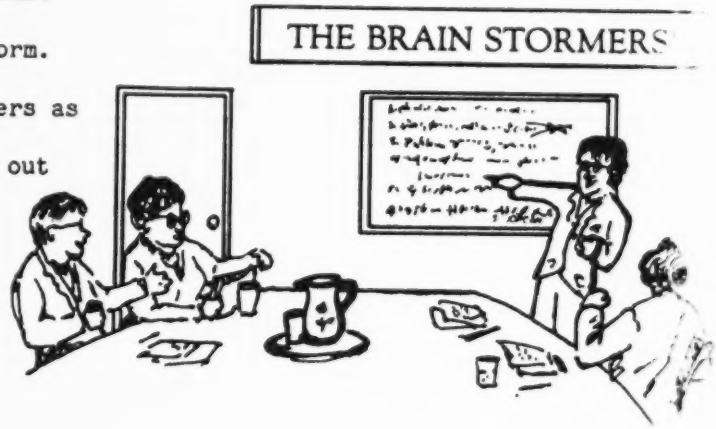
LEARNING ACTIVITY G

BRAINSTORMING

Objective: Through a brainstorming process, you will develop a list of two good ideas each for each of three common questions, then justify your reasons.

Introduction: Have you ever wondered how the writers of magazines or TV shows get those "crazy" ideas? They use a system called brainstorming. Here's how it works. First, select an idea to develop. Next, think of as many things which relate to the idea as possible and write them down. Anything goes! It's much easier to tame down a lot of crazy ideas and make them into a few workable ones than it is to add excitement to two or three dull ideas. After an entire list is developed, it is necessary to go back and select a few really good ideas.

Here are a few ideas to brainstorm. Remember, think of as many answers as you can, then, go back and pick out the best ones.



1. Places to go and things to do on a Saturday night date.

   Laundry list of ideas

   _____

   _____

   _____

   _____

   List two good ideas:

   _____

   _____

Brainstorming (Continued)

2. What I can do to make some money:

   Laundry list:

   _____

   _____

   _____

   _____

   List two <u>good</u> ideas:

   _____

   _____

3. What I'd really like to have:

   Laundry list:

   _____

   _____

   _____

   _____

   List two <u>good</u> ideas:

   _____

   _____

Now, answer these questions:

1. Before you narrowed your ideas down to two, what kind of ideas did you tend to come up with (wild, conservative, realistic, etc.)?

   _____

2. If another person read your lists, what would he or she learn about you?

   _____

   _____

   _____

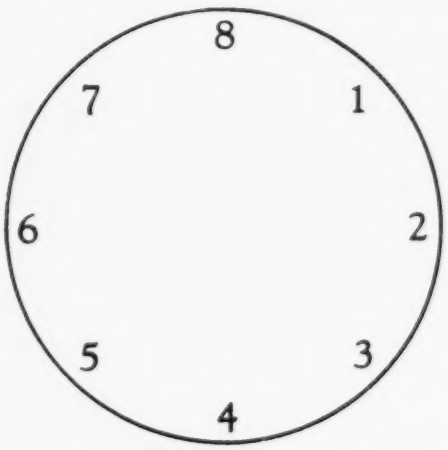
LEARNING ACTIVITY H

DAILY CLOCKS

Objective. You will be able to indicate on a graph the amount of time spent each day in performing your six major activities. You also will be able to inventory your important needs as they pertain to each of the six activities.

Introduction. We know that no two people's needs are exactly the same. However, did you ever stop to think that no two people will spend their days in exactly the same manner? This activity is designed to assist you in deciding how you divide up your day. You will be looking at some clock faces and marking them according to the number of hours you spend in doing each of your major activities.

Here is a picture of an 8-hour clock.



Daily Clocks (Continued)

Suppose that we asked another person to indicate the following things on the clock?

A = the amount of time getting ready for work

B = the amount of time actually working on the job

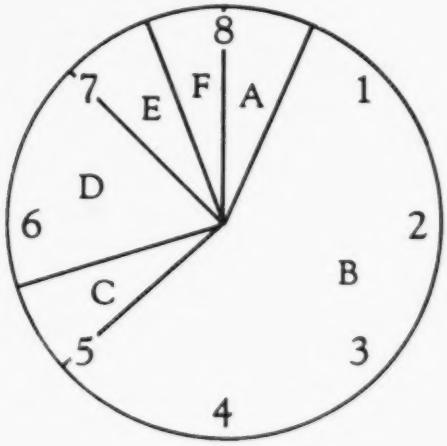
C = the amount of time spent talking to others on the job

D = the amount of time spent in breaks and eating lunch

E = the amount of time spent cleaning up and getting ready to leave

F = the amount of time spent getting to and from work

If our person takes 1/2 hour getting ready for work, 4 1/2 hours actually working, 1/2 hour talking to others, 1 1/2 hours for break and lunch, 1/2 hour cleaning up, and 1/2 hour traveling back and forth to work, this person's 8-hour clock would look like this:



Daily Clocks (Continued)

Here are some clocks for you to complete.

1. On the 8-hour clock below, indicate the following about your day at work:

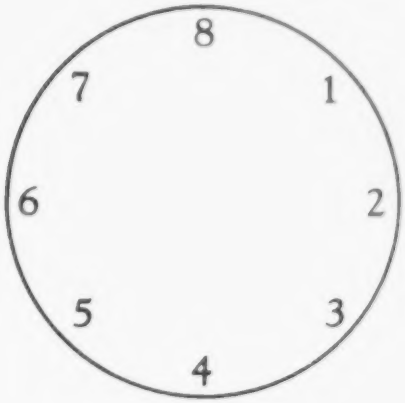
   A = amount of time getting ready for work

   B = amount of time traveling to and from work

   C = amount of time actually doing your job

   D = amount of time spent taking breaks

   E = amount of time cleaning up and getting ready to leave work



At what activity do you spend the most time at work? _____

What do you like the most about each activity?

_____

Why do you think this is true? _____

_____

What did you realize as a result of seeing your clock? _____

_____

_____

Daily Clocks (Continued)

2. On the six-hour clock below, indicate how much time you spend on the following activities at school each day.

   A = amount of time spent getting ready in the morning

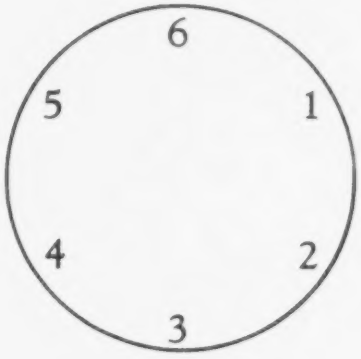
   B = amount of time going to and from school

   C = amount of time socializing with friends

   D = amount of time in classes

   E = amount of time eating

   F = amount of time studying in school



What surprised you the most about your time spent in school? _____

_____

_____

What do you like best about your school schedule? _____

_____

What does this graph tell you about your attitude toward school? _____

_____

_____

Daily Clocks (Continued)

3. On the 24-hour clock below, please indicate the following about your typical day.

A = how much time you spend at school

B = how much time you spend at work

C = how much time you spend with friends

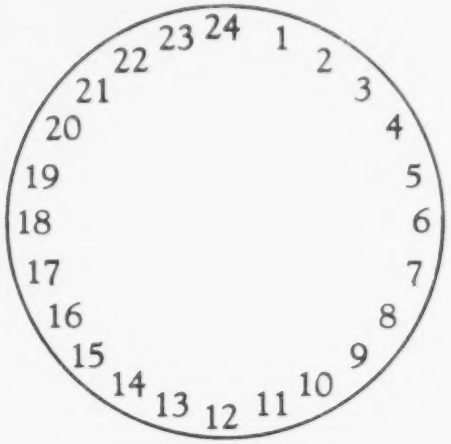
D = how much time you spend with family

E = how much time you spend alone--listening to music, watching TV, etc.

F = how much time you spend on schoolwork and homework

G = how much time you spend at various activities

H = how much time you spend sleeping



What activity takes most of your time in a typical day? _____

Why is that so? _____

How do you feel about the times spent in all your activities? _____

_____

_____

Is there anything you would change? _____

If so, what would you change? _____

How is your typical day an indication of your values? _____

Daily Clocks (Continued)

UNFINISHED SENTENCES

Here is the last group of sentences for you to complete. Take your time and be as honest as you can.

1. The guys (gals) I know are usually _____

_____

_____

2. If I quit school today, I would _____

_____

_____

3. What I'm looking forward to the most is _____

_____

_____

4. I'd like to tell _____

_____

_____

5. My classmates are _____

_____

_____

LEARNING ACTIVITY I

WRITING A LETTER

Objective. You will compose a letter to someone with whom you have always wanted to communicate and identify three of your important needs which are brought out by the letter.

Introduction. Have you ever felt the desire to tell somebody what is on your mind? Would you like to tell the President of the United States how to govern the country, tell the principal how to run the school, or state a complaint to an important person? Perhaps you would like to write a letter of praise to someone who really helped you. Well, now is the time to do it!

Of course, you may not really want to mail your letter to the chosen person. In this activity you will write to someone and tell this person whatever is on your mind. You don't need to sign the letter.

On this page and the next, write your letter.

MY LETTER

My Letter (Continued)

Finished? Look at the next page.

Writing a Letter (Continued)

Give some thought to these questions. Then write your answers.

1. Did you write to someone whom you know or someone whom you never have met? _____

2. What does this tell you? _____

_____

3. Did you complain, criticize, or praise in your letter? _____

4. What brought that on? _____

_____

5. Is it easy for you to write out those things you want to say or would you rather tell these things to the other person face-to-face?

_____

6. In your letter, you indicate that you value certain things. Read your letter again and list below three values contained in the letter.

   1. _____

   2. _____

   3. _____

LEARNING ACTIVITY J

DRAW YOURSELF

Objective. You will describe yourself five years from now in terms of three distinct characteristics.

Introduction. Do you ever wonder what the world will be like when you are five years older? You will be in your twenties! What will you be doing then? What will you be like?

This final activity is designed to bring together all the things which you have learned about yourself. By this time you should have a realistic idea of the things you value, the events that have been important to you in your life, and things you desire in the future.

On the next page, draw a picture of yourself as you feel you will look five years from now. Don't worry if you're not an artist. It's not important that you come up with a masterpiece. Simply try to picture yourself on the job. Think of where you will be working, what you'll be doing, and what tools you'll be using. Draw yourself as you hope you will look five years from today.

Draw Yourself (Continued)

ME, FIVE YEARS FROM NOW

Draw Yourself (Continued)

Now, look at your drawing and analyze it by answering these questions:

1. Look at the background. Is it distinct or not there? (Do you know where you're going?) _____

2. Look at the things which you will be doing. Are you standing up or sitting down? Are you using your head or your hands? Are you doing skilled work or manual labor? _____

_____

_____

Look at you.

Are you smiling? Why or why not? _____

_____

Look at your head. Is it on straight? _____

Look at your hands. Are they holding tools and making a living or are they in your pockets? _____

Look at your feet. Are they solidly on the ground? _____

_____

POSTTEST

Circle T if the statement is True, F if it is False

T F 1. Our ways of thinking, feeling, and acting set us apart from other people.

T F 2. A wealthy person's needs are better than another person's needs.

T F 3. One's personal needs sometimes are a combination of other needs.

T F 4. Other people seldom influence a person's decisions in life.

T F 5. The region of the country in which one lives can influence a person's wants.

T F 6. Different wants may be brought out by different situations.

T F 7. It is possible to develop a list of many different ideas by a process called brainstorming.

T F 8. A graph can illustrate the things which are most important to a person.

T F 9. It is impossible to determine a person's feelings by reading a letter which that person has written.

T F 10. The kind of person one wants to be in the future depends upon personal feelings of what is important.

List ten things which are most important to you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Posttest (Continued)

Fill in the blanks with the most appropriate answer.

1. With my money, I tend to be _____.
2. The amount of freedom I want is _____.
3. I study _____ hours daily.
4. My wants and those of the person I admire most are _____.
5. The best kind of place for me to live is _____.
6. Three things that are important to me every day are _____

   _____, and _____.
7. What I'd most like to tell a certain person is _____.

Short answer. Place the best answer to the questions in the blanks which follow.

1. If my best friend were caught shoplifting while I was in this person's company, I would

   _____

2. What would you do if the police accused you of doing something you didn't really do?

   _____ _____

3. With what activity are you involved for the major part of your day?

   _____

4. What would you do if you had only a year to live?

   _____

5. What two things can you do to achieve the one thing you want most?

   1. _____

   2. _____

Posttest (Continued)

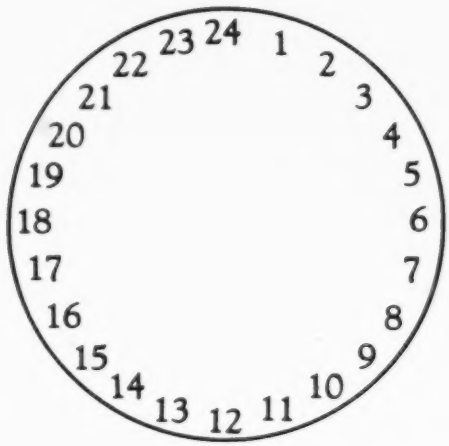
6. List three ways in which your wants differ from those of others.

1. _____

2. _____

3. _____

On the illustration below, indicate how many hours you spend each day at school, work, eating, sleeping, and leisure time.



In three words, describe yourself five years from now.

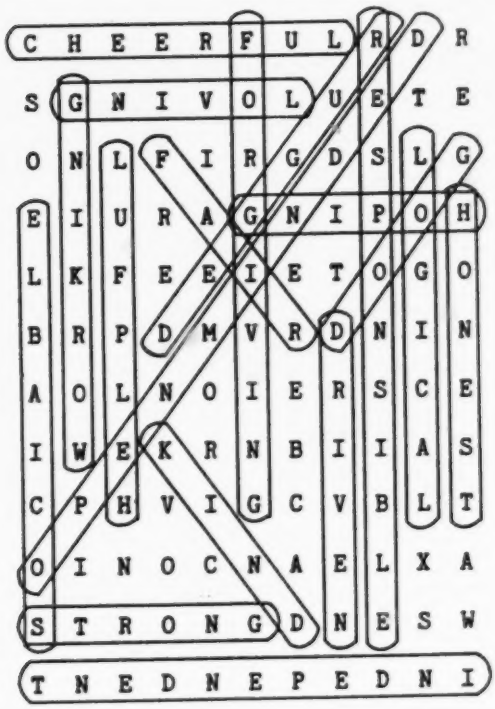
1. _____

2. _____

3. _____

ANSWER KEY FOR CROSSWORD

Learning Activity A


C H E E R F U L R D R
S G N I V O L U E T E
O N L F I R G D S L G
E I U R A G N I P O H
L K F E E I E T O G O
B R P D M V R D N I N
A O L N O I E R S C E
I W E K R N B I I A S
C P H V I G C V B L T
O I N O C N A E L X A
S T R O N G D N E S W
T N E D N E P E D N I

Cheerful	Strong
Forgiving	Logical
Honest	Loving
Responsible	Open-minded
Independent	Rugged
Good	Working
Sociable	Driven
Hoping	Kind
Helpful	Fair

There are no right or wrong answers for other learning activities.

PRETEST AND POSTTEST ANSWER KEY

True False

1. True
2. False
3. True
4. False
5. True
6. True
7. True
8. True
9. False
10. True

There are no right or wrong answers for the remainder of the test.